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ABSTRACT

A pilot project was developed to encourage teachers to look at assessment more comprehensively and to use a variety of ways to assess learning, emphasizing a collaborative process of ongoing assessment. The project was presented as a way to show students' accomplishments as readers and writers; involve parents, teachers, and students in the process; involve the students in self-assessment; and experiment with assessment procedures more consistent with what was being measured. Results of the portfolio project indicated that: (1) writing was the most common component of the portfolio and that writing samples were the most valuable to teachers; (2) some teachers took ownership of the portfolio; (3) students felt their parents would not understand the portfolio even though it was accompanied by a letter; (4) students changed portfolio contents when the portfolio was opened to show parents what they had learned; (5) parents enjoyed the folders, were appreciative of seeing learning in progress, saw child's self-esteem improve, yet provided short responses to a survey if they responded at all. (Two figures representing portfolio content examples are included; forms for recording books read and for recording writing, a teacher checklist for recording observations about the student as learner, and the parent survey are attached.) (RS)

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A PILOT PROJECT

USING PORTFOLIOS

TO DOCUMENT

PROGRESS IN THE SCHOOL PROGRAM

IRA Presentation
May, 1991

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Summit Valley Portfolio Project

The Pilot Project was developed to encourage teachers to look at assessment more comprehensively and to use a variety of ways to assess learning, emphasizing a collaborative process of ongoing assessment.

How we started:
An initial meeting was scheduled to present an overview of portfolio assessment. The project was voluntary.

The pilot project was presented as a way of involving parents, students and teachers in the process of assessment as a way of strengthening understanding of a child's growth.

Purposes of portfolio assessment:

1. Show students' accomplishments as a reader and writer.
2. Involve three shareholders in the process - Teacher-Student-Parent.
3. Involve students in self-assessment.
4. To experiment with assessment procedures more consistent with what we are measuring.

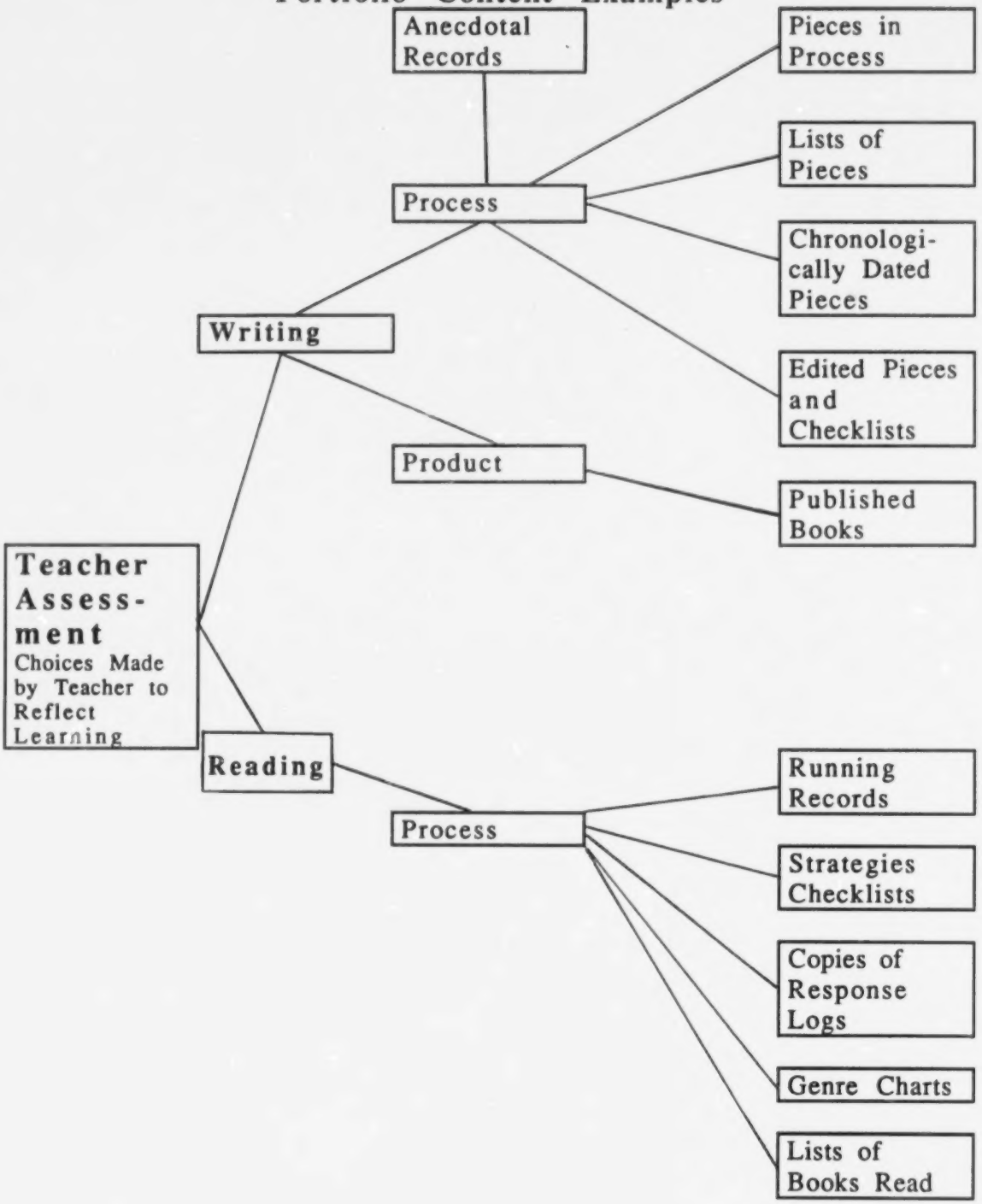
Features of the Portfolio

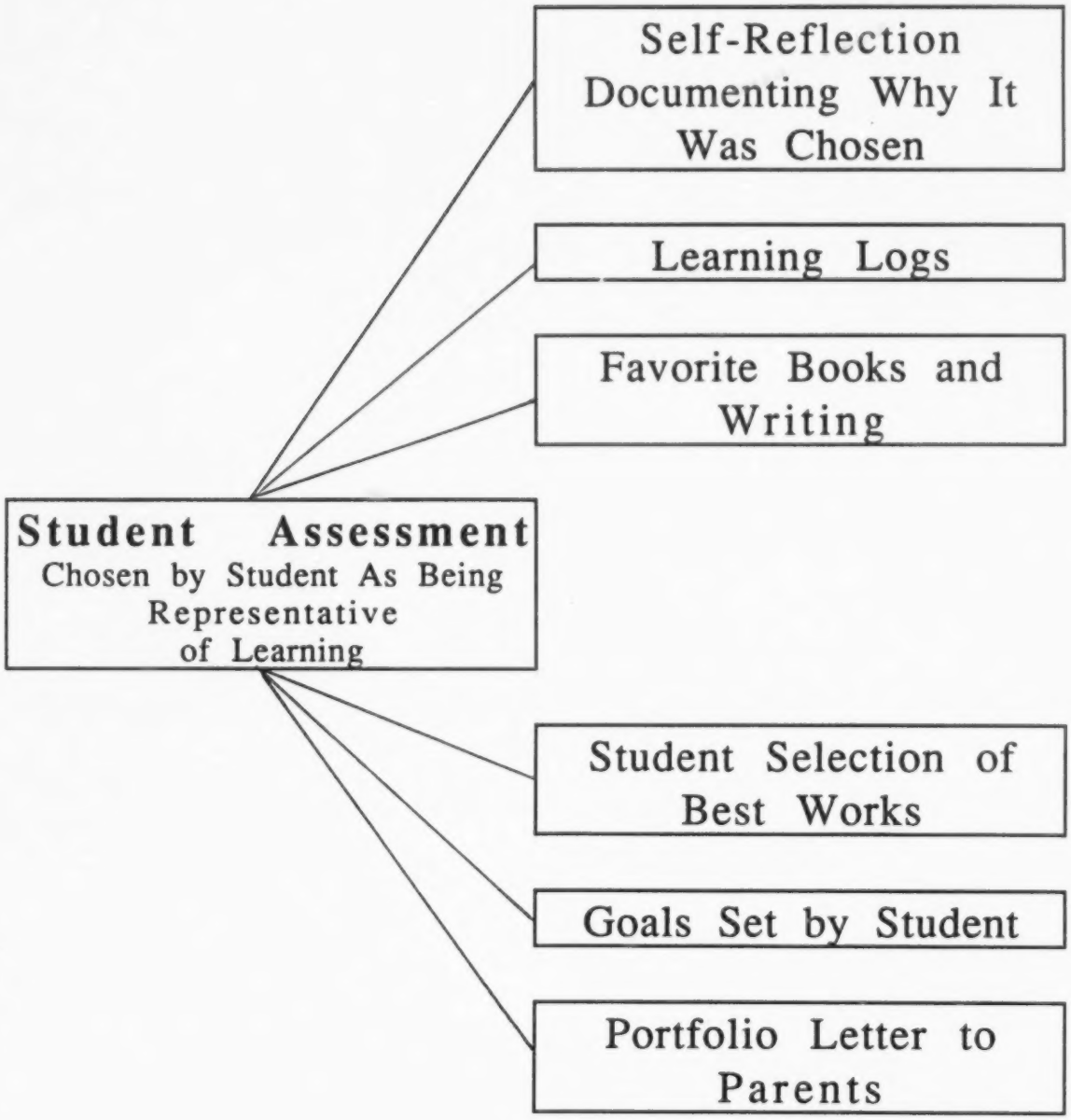
1. Portfolio contents can assess achievement, progress and effort.

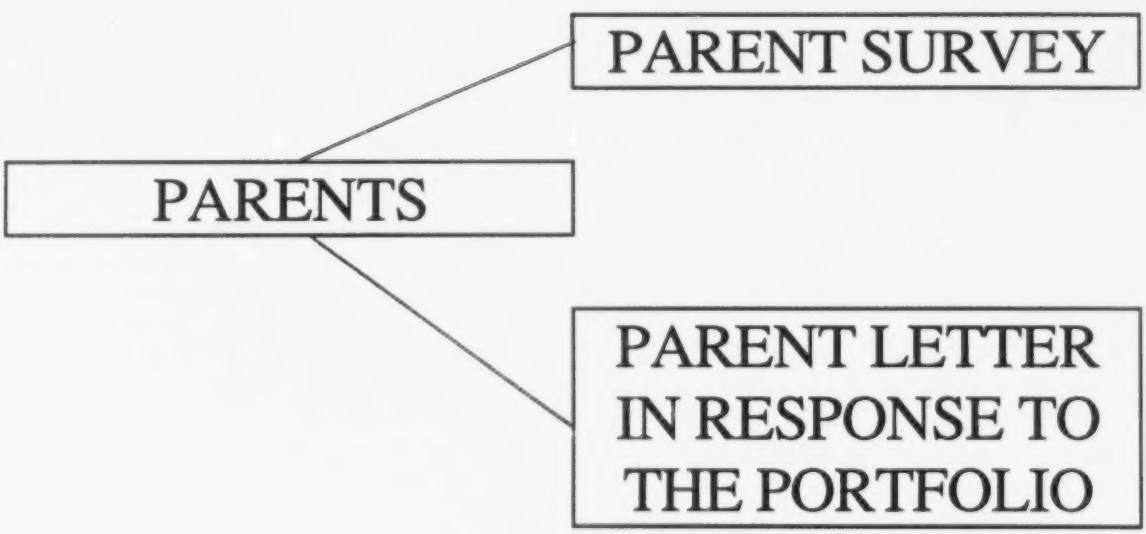
2. Contents of portfolio may change as result of the audience and purpose.

3. Portfolio contents should grow out of the literacy activities and learning the student is engaged in.

Portfolio Content Examples




Self-Reflection Documenting Why It Was Chosen
Learning Logs
Favorite Books and Writing
Student Assessment
Chosen by Student As Being Representative of Learning
Student Selection of Best Works
Goals Set by Student
Portfolio Letter to Parents


PARENT SURVEY
PARENTS
PARENT LETTER IN RESPONSE TO THE PORTFOLIO

Results of Portfolio Project:

Teachers

- developmental ranges of understanding were evident in the teachers as they participated in the project
- some teachers took ownership of the portfolio
- writing was the most common component of the folder. Teachers are most comfortable in this area.
- writing samples were most valuable to teachers
- during the school year, students have more involvement in choices

•passing folder on to teacher next year would change some of the contents-teachers want to see:

-drafts in progress
-content writing pieces
-photos and drawings of projects
-audiotape of reading
-TELLS test
-book list/writing list
-3 samples of writing throughout year with student self-reflection attached

*Most teachers did not see value in response logs for reading.

Results of Portfolio Project:

Students

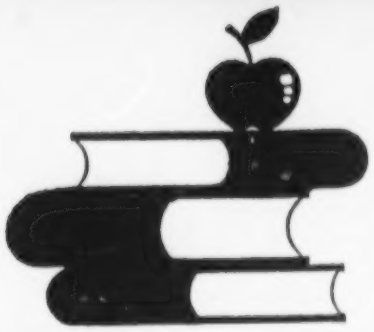
- felt parents wouldn't understand the portfolio even though it was accompanied by a letter
- students felt they would need to explain the contents to parents
- students changed porfolio contents when portfolio was to show parents what they had learned (chose end products - published pieces because they were correct)

Students

- Students own choices were reflective of what they had invested themselves in

Parents

- enjoyed folders
- were appreciative of seeing learning in process
- saw child's self-esteem improve
- didn't all participate
- responses to survey were short and unresponsive



E - EASY
A - AVERAGE
D - DIFFICULT
F - FICTION

NF - NONFICTION
A - ADVENTURE
M - MYSTERY
FT - FAIRYTALE

BOOKS I'VE READ

Book Title	#of Pages	Author	Date	Difficulty	Genre

WRITING RECORD

Title of Piece	Date Started	Date Completed	Abandoned	#of Pages	Published	Genre

OBSERVATIONS ABOUT THE STUDENT AS A LEARNER
PROCESS APPROACH TO READING AND WRITING
GRADES FOUR AND FIVE

STUDENT_____ TEACHER_____

READING: WRITING:

Quarter	1	2	3	4	Quarter	1	2	3	4
INITIATES OWN READING					INITIATES OWN WRITING				
STAYS ON TASK					STAYS ON TASK				
USES APPROPRIATE COMPREHENSION STRATEGIES TO DEVELOP MEANING					PRODUCES MEANINGFUL WRITING				
					REVISES IDEAS WHEN APPROPRIATE				
USES APPROPRIATE PRINT CLUES TO DEVELOP MEANING					EDITS WHEN APPROPRIATE (MECHANICS)				
REQUESTS MEANINGFUL HELP IN READING					REQUESTS MEANINGFUL HELP IN WRITING				
ACTIVELY PARTICIPATES IN READING DISCUSSION GROUPS					ACTIVELY PARTICIPATES IN WRITING CONFERENCES				
WRITES EFFECTIVE JOURNAL (LOG) RESPONSES TO LITERATURE									
SHARES OWN READING					SHARES OWN WRITING				
HANDLES MATERIALS DEVELOPED FOR CHILDREN AT HIS/HER GRADE LEVEL									

KEY:

☑ Demonstrates Most of the Time

☒ Demonstrates Some of the Time

☒ Needs More Work

PARENT SURVEY

***Send along home with the portfolio for parents to complete as a response to the portfolio.**

1. How did your child share and discuss this portfolio with you?

2. What part of the portfolio did you like the best? Why?

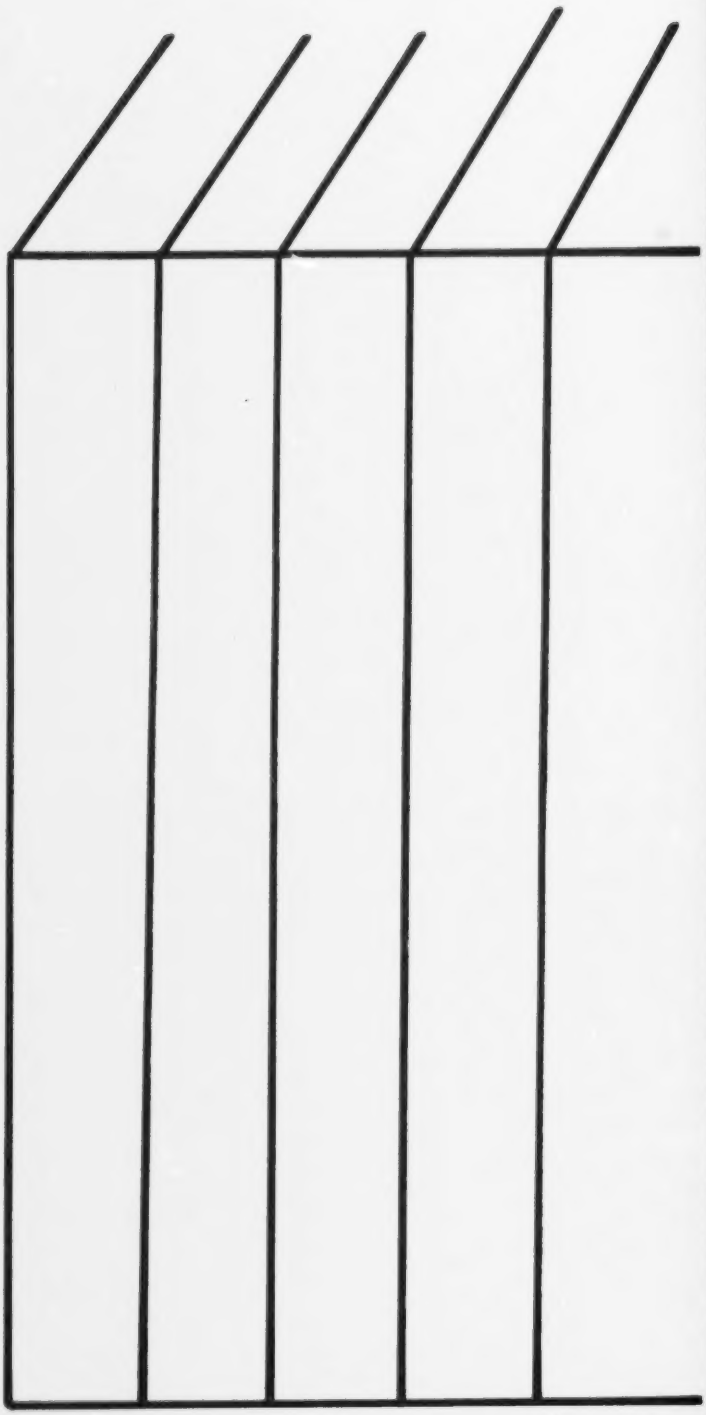
3. Did anything in this portfolio surprise you?

4. What do you want to know more about?

5. Was this portfolio helpful in showing you some things about your child's learning?

6. Questions - Suggestions - Comments

READING/WRITING



Initiates own reading/writing

Chooses materials/topics with confidence

Actively participates in discussion groups/writing conferences

Shares reading/writing

Uses print cues

Requests meaningful help

Uses appropriate strategies to gain meaning

Writes effective journal responses to literature

Reads grade level materials

Revises ideas when appropriate

Edits when appropriate

Produces meaningful writing